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ABSTRACT

This book contends that the American public education system has made "black male" synonymous with "disabled" through the creation of the labels "Behavior Disorders" and "Emotional Disorders." These labels, which say that African American boys cannot behave without special treatment, juvenile probation, and, in many cases, drugs, condemns African American boys to the bottom of the educational ladder. White supremacists in American education are determined to miseducate, and thereby destroy, the minds of African children, especially males. Medication for behavior problems only stigmatizes these children and condemns them to further segregation and poor academic achievement. Multicultural education as it is practiced is no solution; it only pays lip service to acknowledgment of cultures other than the dominant Caucasian culture. The following chapters are included in this book: (1) "Public Law 94-142 and the Creation of Black Monsters"; (2) "The Conning of American African American Parents"; (3) "Paycheck Slavery and the African 'Professional'"; (4) "The Myth of Equality"; (5) "White Female Teacher + African Male Child = Challenge and Promise, Challenge and Hope"; (6) "A Curriculum of Genocide"; (7) "Medicated To Learn, Medicated To Act Right: The Slaughter of African Boys"; (8) "A Comment on Multiculturalism"; (9) "Why Debate Afrocentricity?"; (10) "Pre-Jail"; (11) "The Misbehavior of Some African American Boys"; (12) "Behavior Management through Self-Knowledge"; (13) "The Need for an African Definition of Education"; and (14) "Recommendations." Specific advice is given to help parents work with the schools to secure the best possible education for their sons. (Contains 22 references.) (SLD)

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